DOCUMENT RESUME

ED 172 830 EA 011 862

AUTHOR Yackel, Donald D.
TITLE Application/Motivation Programs: Outdoor Education. Draft.
PUB DATE Mar 79
NOTE 47p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Washington, D.C., March 24-28, 1979); Not available in paper copy due to marginal legibility of original document

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Elementary Education; *Instructional Innovation; Motivation; *Outdoor Education; *Parent Attitudes

ABSTRACT

Each year pupils and teachers at the Warren Harding School in Rochester, New York, participate in a comprehensive outdoor education program. The activities may be designed on a short-term basis to expose students to an area not previously known or may extend over a longer period of time to obtain indepth exposure. Extensive use is made of neighborhood and community resources. Included are a general statement of the philosophy behind the program and a listing of program goals, as well as a detailed description of the program site and implementation of the program. (Author/MLF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED172430

BEST COPY AVAILABLE

APPLICATION/MOTIVATION PROGRAMS: OUTDOOR EDUCATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by

Donald D. Yackel, Principal
Gates-Chili Central School District's
Warren Harding School
332 Spencerport Road
Rochester, New York 14606

(1-716-458-6836)

March 1979

EA 011 862

PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Donald Yackel

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

DRAFT

APPLICATION/MOTIVATION PROGRAMS: OUTDOOR EDUCATION

Table of Contents

I. Rationale
   A. Introduction
   B. Motivating Students: The Forgotten Art of Education
   C. Unexpected Benefits

II. Frame of Reference
   A. Program Goals
   B. The School Setting

III. Student Accountability
   A. A Typical Day
   B. Scheduling and Control
   C. The Student Journal

IV. Administration
   A. The Steering Committee
   B. Budget and Finance
   C. Lesson Plans
   D. Evaluation

V. Conclusion
   A. How to Get Started

PREFACE

What to call this program. . . . . .

I have been told on many occasions that the Title Outdoor Education is out of vogue and does not accurately reflect the Leisure and Career Educations elements of this program. My critics are right! But as Shakespear wrote, "what's in a name . . . ." Below are listed several new names which are all appropriate. A new name won't change the program a bit, so take your pick. We will continue to affectionately call it Outdoor Education out of habit.

PERC EDUCATION

(Program for Environmental, Recreational and Career Education)

CREEP

(Careers, Recreation and Environmental Education Program)

CLOP

(Careers, Leisure, Outdoors Program)

INTRODUCTION

In our part of New York State the last weeks of school and the final passing of Winter seem to come at the same time somehow. Students pent up by months of inactivity are bursting to be outside doing things. Teachers must put on their sternest Teacher Faces and preach nose to the grindstone, shoulder to the wheel sermons to keep any sort of order, while secretly wishing to be outside and active too. The last few weeks of school are negative and unproductive: a drag for everybody. These were my thoughts as I sat quietly sharing a cup of hot coffee with my Intermediate Level teammates on a bleak March afternoon. As I stared into my half filled cup it suddenly occurred to me that it didn't have to be this way. Perhaps it would be possible to continue our instruction using an active format that would move the school walls outward to include the school campus and neighborhood. I shared this revelation with my colleagues who must have harbored similar feelings, for the idea was snapped up and soon evolved into a pilot program which we called Outdoor Education.

"Outdoor Education" asked students to apply academic, social and physical skills learned during the school year to a variety of practical situations.

Activities were of two types. Long Range Activities were conducted over a five day period and allowed for an in-depth study of a particular subject. Short Range Activities changed daily and were intended to whet a student's appetite for a particular subject. Students helped identify appropriate activities during the planning phases of the program and were allowed to participate in activities of special interest to them during the implementation phase. It was hoped that some of the experiences would motivate each child to read, study, and explore on his or her own during the summer months.

This basic program format was moved to Warren Harding School in 1974 when I left that original group of teachers to become Harding School's Principal. In the Spring of 1975 a revised program was pilot tested by a team of third and fourth grade teachers and 160 kids at Harding School. In 1976 and 1977 the program was again modified and expanded to include all students K-6. Our learning disabled and Trainable Mentally Retarded students were mainstreamed into the program as well, and a resident camping program was added.

Many things have been learned about the planning and implementation of a program that is growing in sophistication yearly. Among these are that money, equipment and facilities are not obstacles to a vital and interesting Outdoor Education Program. The purpose of this paper is to share some of our insights with you so that you may judge whether such a program fits your needs.

MOTIVATING STUDENTS - THE FORGOTTEN ART OF EDUCATION

An overriding goal of education is to teach children to read. More time and money seem to go into the development of basal series, suplementary materials, low vocabulary-high interest texts, kits, games and so on, than we care to estimate. We develop behavioral objectives and evolve management systems. We diagnose, prescribe, and remediate. Our training as educators concentrates heavily on a scientific understanding of the processes of reading. Yet so often we find our students apathetic and unresponsive. "You can lead a horse to water but you can't make him drink" is a saying that applys all to often. We forget that a horse needs to be thirsty first.

But how can we create a thirst for reading in our students? Good teachers use "motivation techniques" in every lesson. Yet looking at the picture, or guessing at the contents of the small brown bag or a chance to play the teacher made game can go just so far in motivating a student to learn. These don't rivit his attention, stir his heart or create an all consuming desire to know more. This kind of motivation can really only come from within the student. Yet we can help set a climate where a more intense committment to learning can occur.

We too often indulge in the "scientific" elements of our profession while we ignore the "magical" parts. Helping students find what "turns them on" is the art of teaching and our highest calling. To touch a responsive chord in a child, to be sensitive enough to hear it and to give that child the tools that he or she needs to create a symphony is a dream that every educator hopes to see come true a few times in a career. Yet everyone of us is capable of touching many students. Only a few symphonies will be written, but by focusing on the magical unscientific side of our profession occasionally, we can generate many happy tunes.

At Harding School we have a number of programs whose major goal is motivational. We have nicknamed these programs AMPs (Application-Motivation Programs) because like the TV program The Electric Company we want to turn on the power to learn that lies within each one of our students. A complete listing of AMPs programs at Harding School can be found below.

Outdoor Education is our most ambitious motivational program. It asks Elementary students of all ages and abilities to make choices within a structure. It applies the academic, social, and physical skills developed in school to these choices in an active format. Its goal is to stimulate students to read, study, and explore on their own.

Warren Harding School

332 Spencerport Road

Rochester, New York 14606

Application - Motivation Programs*

Project Title \ Application-Motivation Area	Reading	Writing	Math	Citizenship	Science	P.E.	Music	Art
Reading is FUNdamental	X							
Sustained Silent Reading	X			X				
M.S. Read-a-thon	X		X	X				
Poet-In-Residence	X	X						
RIF Kids Council	X		X	X				
Indian Summer Day	X	X		X		X	X	X
Ground Hog Day Festival	X	X		X	X	X	X	X
Lengths for Lives			X	X		X		
Intra-murals						X		
Chorus							X	
Jazz Band							X	
Student Book Store			X	X				
School Helpers				X				
Project One Million**			X					
Principal's Council				X				
Safety Patrol				X				
Outdoor Education	X	X	X	X	X	X	X	X

*(AMPs - Like Electric Company, we want to turn on the power!)

**Proposed for 1978-79

UNEXPECTED BENEFITS

An Outdoor Education program has many unexpected benefits which in themselves could become program goals. Because so many Community resources are called on to offer activities in their own area of expertise, the program has a strong Career Education element. The military pilot who helps with the flying unit, the candy store owner who helps us make candy, the Sheriff who teaches the SCUBA diving unit, the TV weatherman who teaches our weather unit, and the Ambulance attendant who helps teach First Aid all contribute to a child's understanding of careers and the world of work.

Another strong element in the program relates to the productive use of leisure. Our gymnastics and leisure sports activities, our units on C.B. Radio, Crocheting, Sailing, Macrame, and others all add to the background of activities available in a child's experience. These may then be pursued whenever interest and opportunity allow.

The benefits to school climate are enormous. Outdoor Education demands close cooperation among an entire staff. Many group decisions must be made and many individuals must follow through on their own assigned responsibilities. Sometimes conflicts arise and must be worked through, but the boost to staff morale and confidence, when everyone has carried out those responsibilities, and the program has been carried off successfully, is very great. This "esprit de corps" and confidence is carried into many other problem situations throughout the year.

Community response to the program has been enthusiastic. Most of the materials used in our Outdoor Education program are donated. We have never lacked for materials. We encourage participation by parent volunteers who are scheduled to help in areas where they have an interest or talent. A properly planned and executed Outdoor Education program is a great showcase for the organizational, planning, and creative skills of a school.

PROGRAM GOALS

From the point of view of the purest in curriculum design, Outdoor Education was put together all wrong. The purest's model of curriculum development might look something like this:

Purest's Model*

Step 1: Diagnosis of Needs

Step 2: Formulation of Objectives

Step 3: Selection of Content

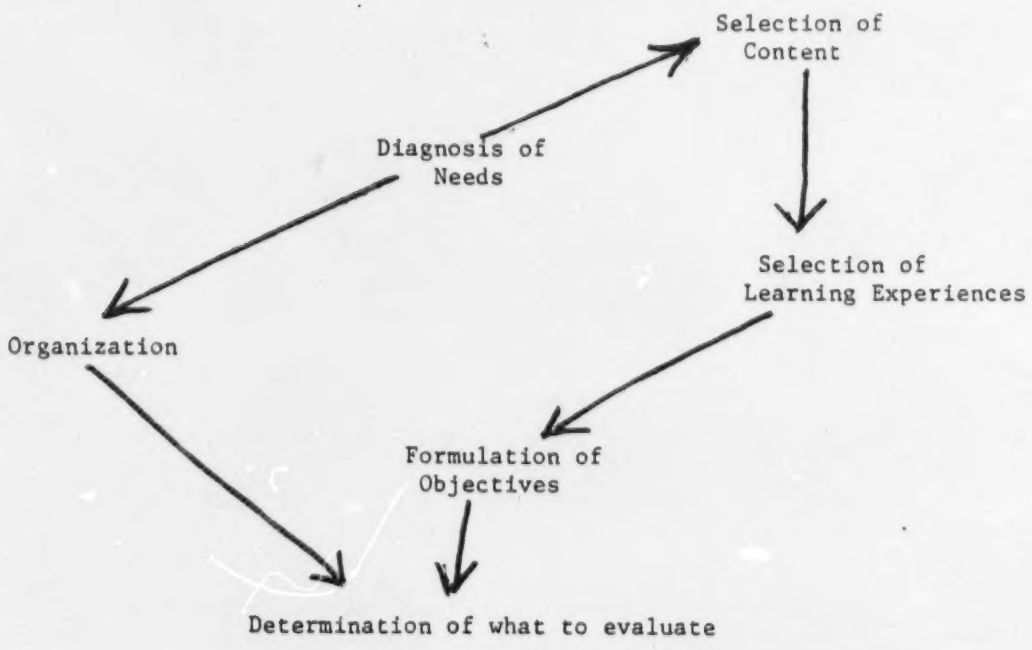
Step 4: Organization of Content

Step 5: Selection of Learning Experiences

Step 6: Determination of what to evaluate and of the ways and means of doing it.

Our model as used in developing this program looks something like this:

Our Model



*Taba, Hilda Curriculum Development: Theory and Practice, Harcourt, Brace & World, Inc. (New York) 1962, P12

I don't recommend our model over the purest's model by any means. Many excellent curricula have been developed using the purest's model (including a very fine Social Studies program which bears Dr. Taba's name). Our model is however an accurate record of how Outdoor Education evolved. From the diagnosis of a need we jumped directly to the selection of content and learning experiences on the one hand, and to a method of organization on the other. Our overriding goal of finding ways for students to apply their many skills in an active format was present from the beginning. Specific program goals were written as the program evolved. A complete listing of goals follows.

PROGRAM MODEL GOALS

Relevance: Program activities will be made relevant to the lives of students through their participation in the planning, scheduling and evaluation of courses presented in an active format.

Responsibility: Program activities will be structured to encourage student responsibility through participation in planning, scheduling, evaluation and the use of logical consequences.

Decision Making: Program activities will provide students with decision making opportunities through the self-selection of course work and the use of logical consequences.

CONTENT MODEL GOALS

Careers: Students will see adults model a variety of career roles while applying academic, social and/or physical skills to specific activities.

Leisure: Students will participate in a variety of activities which will encourage the productive use of leisure while applying academic, social and/or physical skills to specific activities.

The Environment: Students will have the opportunity to learn about and interact with the natural environment while applying academic, social and/or physical skills to specific activities.

IMPLEMENTATION MODEL GOALS

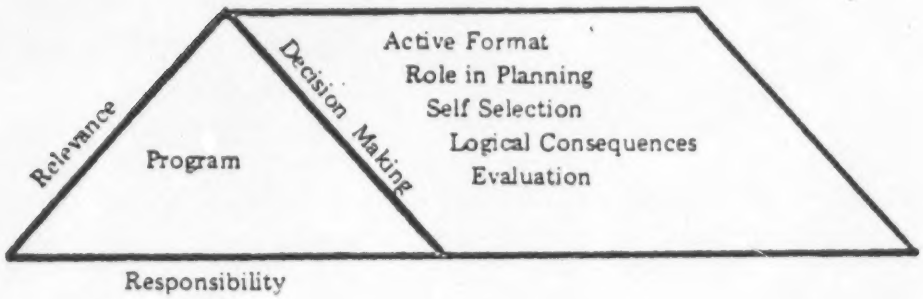
Participation: Students, staff, parents and community will be actively involved in program implementation in appropriate and meaningful ways.

Resources: Students, staff, parents and community will be surveyed for available time, talents and materials to be used in program implementation.

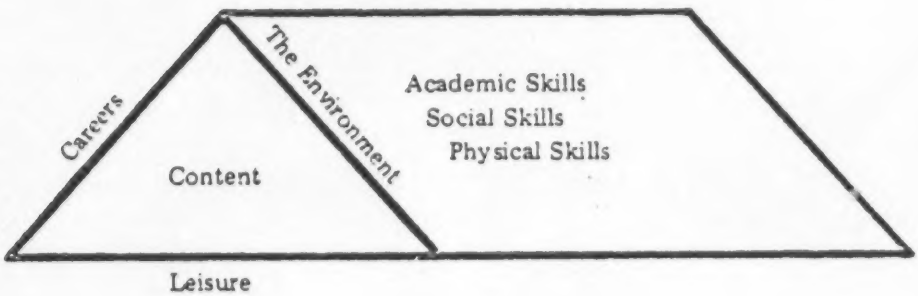
Cooperation: Students, staff, parents and community will work to deepen their ability to cooperate both within their own groups and with each other.

ENVIRONMENTAL EDUCATION PROGRAM

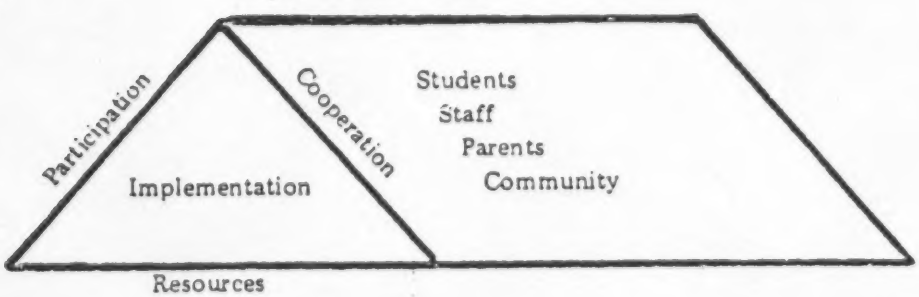
PROGRAM MODEL



CONTENT MODEL



IMPLEMENTATION MODEL



THE SCHOOL SETTING

The goal statements outlined in the last chapter are general in nature. How will they be implemented? In order for the reader to visualize this program, he or she must have a picture of the setting in which Outdoor Education functions. Such a picture should provide a framework for comparison, available to those who might wish to try a similar program. By identifying both similarities and differences in the "givens" of his or her own situation, the reader can alter or eliminate inappropriate goals. In addition, schools with limited facilities and resources may be encouraged by our example.

Warren Harding School serves a suburban working class neighborhood in a commercial area, bordering the southwest corner of Rochester, New York. The neighborhood is geographically compact and is surrounded on all sides by major highways. Large and small retail stores may be found on all major roads while secondary roads contain a mix of older homes, some newer homes and several large appartment complexes.

Thirty-six percent of the community are immigrants or the children of immigrants. Of this group more than half have their origins in Italy and Italian Americans predominate in the wider community. However, there are significant groups whose origins lie in Germany, Greece, Eastern Europe and a number of Spanish speaking countries. With such a large immigrant population it is not surprising that a majority of the adults in our area have not completed High School (52%) while only a small minority (11%) have completed four or more years of college.

Average family incomes in the Warren Harding area are lower than the average incomes of families in other schools in our District. In addition, two adults work outside the home in many families. We have been a Title I school for many years. Over 1/5 of our students receive a free or reduced cost lunch under the Federal Hot Lunch Program. Our Community is not impoverished, although there are families experiencing economic hardship, but neither can it be sterotyped as a typical, wealthy WASP suburban Community.

Harding students have had a history of learning problems. In the past, as much as 30% of some class groups were two or more years below level in Reading or Math or both. Thankfully, we are learning to cope with the unique backgrounds of many of our children and have made significant strides toward meeting their needs. Yet, the language backgrounds and family values of many students will continue to challenge our ability to help each child reach his or her full potential.

The School building is located on a 3 acre site surrounded by major highways, churches, high rise appartments and commercial interests. Some open land remains but we do not have access to it. It is difficult and dangerous to walk to the school from the neighborhood.

Schools have existed on or near this site since 1817 (School Board Minutes from that time make interesting reading!) The oldest part of the current School was completed in 1925. Additions were built in 1954 and 1965. Architecture is of the "egg crate" variety with the "crates" stacked and arranged in such a way that they create a very spread out facility on five different levels. The building is warm, well maintained and much more flexible than its age might indicate.

Our other assets include an intelligent, enthusiastic staff, a wonderful and trustworthy bunch of kids and a Community that supports our efforts with both money and help.

A TYPICAL DAY

An examination of a typical day for Primary students, which in our case is K - 3 plus Special Education and Learning Disabilities classes, shows Outdoor Education Activities beginning early in the school day after a brief homeroom planning period. A language period follows this wherein students discuss the mornings activities, write chart stories and record the day's events in their own personal Journal. Following lunch regular instruction in Reading, Math, and special subjects occur.

Intermediate students (3 - 6) begin their day with a morning planning period also. Short Range activities are scheduled next. The two hour block at noon time allows students to catch their breath, complete their personal Journal and review some of the year's work. After lunch, Long Range activities begin. This period is followed by a time for completing work in the personal Journal and to prepare oneself mentally for the next days activities.

Primary

Outdoor Education Day

Harding School

1977

Homeroom	Outdoor Education Activities	Language Activities	Regular Instruction	Homeroom	Dismiss
40 min.	90 min.	Lunch 90 - 120 min.	90 - 120 min.	40 min.	
Lunch count Planning	Short and Long Range Children are scheduled into activities of one to three days in length for ten consecutive days.	Children will use their ODE experiences in a variety of language activities which will include keeping a journal.	Physical Education classes Vocal Music classes S.S.R. Math Instruction Reading Art Activities		
9:20 ---->	10:00 ---------->	11:30 ---------->	1:00 ---------->	3:00 ---->	3:40

DRAFT

OUTDOOR EDUCATION DAY - Intermediate

Harding School
1976-77

Homeroom	Exploratory Activity (Short Range)	Reading & Math Instruction	Long-range Activity	Homeroom	Dismiss
40 Min.	90 Min.	120 Min.	90 Min.	40 Min.	
Attendance	Exploratory Activities generally require one day to complete, and are intended to create an interest to further independent investigation. You may choose Ten, five for each week of the program	Lunch A basic review of the year's work in reading and math will occur daily during this time period.	A Long-range Activity continues each day for one week. You may choose two, one for each week of the program.	Finish journals, discuss the day's activities, plan for tomorrow	
Lunchcount					
Planning					

9:20-----> 10:00 ----------> 11:30 ----------> 1:30 ----------> 3:00 ----> 3:40

SCHEDULING AND CONTROL

A student scheduling assembly is held shortly before students select their courses for the coming Outdoor Education program. During this assembly students use the Student Scheduling Form to take notes as the content of each course is briefly explained.

Intermediate students choose their Long and Short Range activities in a "college registration" type setting. Approximately twenty parent volunteers work for two days in the school gym to complete the registration of all students 3 - 6. This represents approximately 3600 individual course selections by students at this level. Primary students make choices in their homerooms with their teacher's help and guidance.

Each Intermediate student's Journal contains his or her individual schedule for the two week period (Primary students also have individual schedules, but these are administered differently by each teacher). Each homeroom teacher has a complete set of homeroom student schedules listed alphabetically. The school office also has a set of these schedules which are compiled as class groups alphabetically by homeroom teacher. Thus, each student, each teacher responsible for that student, and the school office all know where he or she is supposed to be at any given time. This is necessary both as a control measure and to help locate students who are assigned to locations all over the school campus. Parents do not understand why you can't find Sarah when they arrive to take her to the dentist. You must be able to locate students quickly.

In addition, each Long or Short Range class instructor is provided with a class list for each class section being taught. Master lists are available in the school office and on each floor of the Building. These act as a cross reference to check discrepancies in individual schedules and individual class lists.

Obviously in scheduling twelve to fourteen Intermediate classrooms you must have some fair way of determining the order in which classes will be brought to the gym. Somebody has to be first and somebody has to be last! We use a lottery system. All grade 4,5, and 6 teacher's names are written on individual scraps of paper and drawn out of a hat. The order of draw is the order for scheduling. Third graders are scheduled last and their order is determined through a seperate lottery. Third grade students have the fewest choices available to them. However, they have more years ahead of them in which to choose than the other groups do. Little attempt is made to restrict course offerings to particular age levels, as the kids tend to choose activities appropriate to their ages and abilities.

LONG RANGE ACTIVITIES

1978

Week #1				Week #2			
Course	Course #	Room #	# Stud.	Course	Course #	Room #	# St
Radio Broadcasting	30	49	15	*Radio Broadcasting	30	49	1
Cooking	31	42	20	Outdoor Artestry	39	Lib.	2
Small Creatures	32	51	20	Macrame	44	51	2
Weaving	33	41	20	Weaving	33	41	1
Candyland	34	38	15	Ecology	45	38	2
Mobiles & Origami	35	44	25	Cartooning	46	44	2
NYS Safe Boating	36	50	25	Magic	47	50	2
Embroidery	37	15	15	Embroidery	37	42	1
Swimming	38	Gym	25	*Swimming	38	Gym	2
Effigies	39	Lib.	20	Walkabout	48	IMR	2
Camping	40	48	60	*Camping	40	48	6
Pond Water	41	39	25	Salt Maps	49	39	2
First Aid	42	Lib.	16	*Flying	50	36	2
Slimnastics	43	43	30	Slimnastics	30	43	3

*Special enrollment

xSupercourse

SHORT RANGE ACTIVITIES

1978

Intermediate Student
Scheduling Form

Course	Course #	Room #		T	W	Th	F	Room #	M	T	W	Th
Wood, Strings & Other Things	1	43		20	20	0	0	38	20	20	20	25
Wild Weeds	2	43		0	0	25	25	42	20	0	0	0
Sewing	3	-		0	0	0	0	42	0	15	15	20
Outdoor Math	4	47		25	25	0	0	39	25	25	25	25
Rocketry	5	47		0	0	25	25	-	0	0	0	0
Stamp Collecting	6	-		0	0	0	0	48	30	30	0	0
Models	7	39		20	20	0	0	-	0	0	0	0
Chess	8	48		15	15	15	15	-	0	0	0	0
Racing Pigeons	9	35		20	20	20	20	35	20	0	0	0
Horn Books & Quill Pens	10	44		25	25	25	25	-	0	0	0	0
Rug Hooking	11	15		20	20	20	20	-	0	0	0	0
Rock Painting	12	-		0	0	0	0	44	25	25	25	25
Crepes	13	42		20	20	20	20	-	0	0	0	0
Things With Wings	14	-		0	0	0	0	43	20	20	20	25
Filmstrip Making	15	-		0	0	0	0	36	20	20	20	25
Terrariums	16	49		25	25	25	25	-	0	0	0	0
Painting	17	-		0	0	0	0	49	30	25	15	20
Tie Dying	18	47		25	25	25	25	47	25	25	25	25
Backgammon	19	39		0	0	20	20	-	0	0	0	0
Litter Busters	20	Caf.		20	20	20	20	-	0	0	0	0
Plant and Prune	21	-		0	0	0	0	Caf	20	20	20	25
Record Setters	22	Gym		80	80	80	80	Gym	80	80	80	80
Sailing	23	Lib.		25	25	0	0	Lib	25	0	0	0
Skate Boarding	24	-		0	0	0	0	Caf	0	0	50	0
Candle Dipping	25	-		0	0	0	0	50	15	15	15	15
Wire Sculpture	26	50		20	20	20	20	-	0	0	0	0

A committee of teachers reviews and revises the rules of conduct for Outdoor Education each year. These are few in number and the consequences for a violation are spelled out. Consequences basically involve non-participation in the day's activity. Since kids like this program, non-participation is a powerful motivator. A complete listing of the rules are found below.

1978 Outdoor Education Rules

1. Everyone must have a journal (with their name on it) and a sharpened pencil at all times. Consequence: Office - Begin copying encyclopedia from A.

2. Everyone MUST have on a name tag at all times. (except campers the second week). Consequence: Office - Begin copying encyclopedia from B.

3. All participants must be in their assigned areas at their assigned times each day. Consequence: Office - Begin copying encyclopedia from C.

4. Everyone must follow their pre-arranged group schedule. No course substitutions will be allowed unless ordered by course leader. Consequence: Office - Begin copying encyclopedia from D.

5. Everyone must follow rules and orders of the adults to whom they are assigned and any other adult involved in Outdoor Ed. Consequence: Office - Begin copying encyclopedia from E.

6. Everyone must help with clean up of their own project areas. Consequence: Office - Make X's flash cards.

7. If necessary to prepare for a course before the actual time for the course, everyone must be prepared. Consequence: Office - Make flash cards.

THE STUDENT JOURNAL

Each student has a personal Journal. In it he or she may record the substance of the day's activities, new things learned that should not be forgotton and his or her personal reaction to the events of the day. Students are required only to make an honest attempt to record their personal reactions. Teachers check to see that work has been completed. They do not evaluate the substance of the student's writing.

A Primary student's Journal is made from picture story paper with a wallpaper cover. Students record information here daily. All Primary students can participate in this activity by using a technique called Magic Writing or scribble writing. By substituting a scribble for an unknown word or word part a student can record his or her reactions independently. Later, his or her homeroom teacher, or an aide, can have the student translate the scribble so that it can be written in standard script for all to read. Intermediate students are given a 5 x 7 inch spral notebook. In it they keep their individual schedule and a hand written list of our Outdoor Education rules and consequences which are well known to everyone. These students retain the same Journal for all of their years in the program. If they should lose their Journal they are charged for a replacement. One out of three hundred was lost last year. Students must have their Journal with them at all times during the program.

Short Range

Math- I want to go to math because I want to learn more of it. I want to measure the school.

June 3RD
9:45

Goals: To measure the school and measure the capacity.

Activities: measuring the school measuring capacity.

Robot Choice: How to measure different ways

Field Investigation:

Long Range

Woodlore

10th: Today in woodlore we went on a hike and picked wildflowers.

11th: Yesterday we made a map of the trail we went on.

12th: Today in woodlore [illegible]

13th: Today [illegible] we left [illegible] the trail.

14th: Today in woodlore we went [illegible] to make some sure in the [illegible] later [illegible] location.

THE STEERING COMMITTEE AND STAFF WORK SESSIONS

The Steering Committee is central to teacher input into the Outdoor Education program. Professional staff is divided into six teams; three classroom teams, one team of special subjects teachers and two service teams. Team Leaders meet with me regularly throughout the school year. In January each Team Leader secures one member of his or her team to serve as that team's representative to the Outdoor Education Steering Committee.

In two or three 50 minute meetings we establish a timeline for planning purposes, review the previous year's program format and prepare a recommendation for the total staff, review the previous year's Sub-Committee list and make changes, parcel out the sub-committee chairmanships, and plan for two Staff work sessions. After these initial meetings, we may not meet again formally until April. Each person is expected to begin work on sub-committee assignments on his or her own initiative. Additional meetings are scheduled on an "as needed" basis only.

Sub-committee heads know that after five years in the program they have a wealth of information available in the Building. They seek out this information and generally get the support of their peers.

Staff work sessions are used to present the Steering Committee's recommendations and secure feedback or clarify questions. After this has been accomplished, each staff member who participated in last years program is presented with a list of the Long and Short range activities that he or she taught that year. By the second work session we expect a commitment as to which activities will be continued, dropped or modified. Staff can also make a commitment to new courses at this time.

In a program that generates so much detail, staff must be deeply involved in planning. "Many hands make light work" applies here, for by sharing the planning and implementation of Outdoor Education, a much richer program with greater depth and breadth can be established. We find that a representative committee works well for us. In a different setting some other method of joint planning might have to be tried. But in any case administrators should know from the outset that <u>you can't do it alone!</u> At least not successfully.

BUDGET AND FINANCE

Money for an Outdoor Education program can come from any number of sources. You can seek funding from private foundations, have fund raising events, or even budget for it in your yearly building budget. Our money comes through the generosity of our school parent group. They supply us with $500.00 yearly. The money is used to order student journals, buy unusual materials, pay fees and rent busses for field trips. Most of our materials are donated or are drawn from existing school inventories.

As teachers see the need for materials or activities that will generate some expense, they submit their needs in writing to the Chairman of the Budget Committee (to avoid squabbles it is best if the Principal chairs this Sub-Committee). These are held until a specified date (usually in May) and specific money allocations are made authorizing staff to spend up to a certain amount on a given project. Staff members purchase the needed materials and turn in receipts for reimbursement. The system is operated just as our Petty Cash system is operated. Once Staff have been given authorization to spend, a competent Secretary can handle the transactions that follow.

Five hundred dollars may or may not seem like a lot of money to you. To us it has been a gold mine, for we operated on less than $100.00 for many years. For the cost of one dollar per student, we have been able to involve kids in a highly interesting, exciting, enjoyable and educational program.

EVALUATION

Students, staff and Community each share in the evaluation of our Outdoor Education Program. All students in grades 3-6 complete a written evaluation of their Outdoor Education experience during the week following the conclusion of the program. The survey results are tabulated, summarized and given to teachers to help them plan the next year's program. Primary students are surveyed orally. We have not shared survey results with students to date. This would be a good thing to do if we wrote the summaries so that students could understand them easily.

The staff is asked to evaluate the activities they have taught but has not been given an opportunity to react to the overall program in June. Teachers have never asked for this input at the close of the program. My guess is that with one week of school left, they would see more paperwork as an imposition. Informal communication within the school is good and Teacher input is gathered through each team's representative to the Outdoor Education Steering Committee which is formed each February.

A random sample of about ¼ of Harding School parents is surveyed each year. These surveys are mailed home and returned to school by students. We get a surprisingly high return rate of near 80%. Surveys over the years have shown a consistantly high level of acceptance and support from parents.

A program like Outdoor Education is seen by many Community residents. It can be a monument to a schools professional ability or inability. Evaluative data is needed to improve the program itself and silence critics.

To: 1978 Outdoor Education Committee and Harding School Staff

From: Don Yackel

Re: June 1977 O.D.E. Parent Survey

Date: February 21, 1978

The information below is a summary of the data gathered through a parent survey completed and returned to Harding School on June 27, 1977, on the school's Outdoor Education Program.

1. 100% of the parents responding to the survey were aware of our Outdoor Education Program.

2. 100% of the parents responding said that their children had talked about their Outdoor Education experiences at home.

3. 70% of the parents responding could name six or more activities that their children were in.

4. 87% said the program was exciting. 77% found it useful. 70% found it interesting. 60% found the program practical. No one responded negatively. However the pattern of responses to this question would indicate that it was not well written. Parents often circled only one or two responses instead of one in each pair.

5. 100% of the parents responding felt that the Outdoor Education Program was good for their children.

6. One third of the parents responding offered to help in the 1978 Outdoor Education Program.

The table below shows all of the data above broken down by team.

ODE PARENT SURVEY
June 1977
Data Table by Team

	Question	Primary	Middle	Intermediate	Total
1.	yes	100%	100%	100%	100%
	no	--	--	--	--
2.	yes	100%	100%	100%	100%
	no	--	--	--	--
3.	3 or more	46%	--	--	20%
	6 or more	54%	71%	90%	70%
4.	useful	85%	57%	80%	77%
	interesting	77%	43%	80%	70%
	practical	69%	20%	70%	60%
	exciting	92%	57%	100%	87%
5.	yes	100%	100%	100%	100%
	no	--	--	--	--
6.	yes	38%	43%	20%	33%
	no	62%	57%	80%	64%

A number of parents took time to comment on our Outdoor Education Program in writing:

- "My children were looking forward to going to school because they were going to be doing things for Outdoor Education."
- "The program in general was very interesting to the children. They talked about it constantly."
- "We thought it was a great asset to the educational program."
- "My child shows tremendous enthusiasm and I believe she learns a great deal."
- "My children were very excited about the Outdoor Education Program. One reason is because they have a choice of activities. They learn to make decisions. Also, since the last two weeks of school are sometimes boring for restless children, having something different from the ordinary instructional classes is a good idea. The variety of activities is good. I was amazed at what they made and did in such a short time. (short range)

Conclusions:

The data presented here would indicate a strong positive feeling among parents for our Outdoor Education Program. This supports our own subjective evaluation. However, I have some serious doubts about the validity of this assessment. Only about one third of the surveys sent home were returned, parents did not clearly understand all questions and the whole survey appears on reflection to be designed to generate a "pat on the back" rather than useful data. I recommend that we try again in 1978 and attempt to write questions that more clearly measure our goals and objectives.

Warren Harding School
Outdoor Education Program

Parent Survey - June 24, 1977

To be returned by Monday, June 27, 1977

1. Are you aware that your school was involved in a two-week Outdoor Education experience?

   Yes ☐ No ☐

2. Did your child(ren) talk about their experiences at home?

   Yes ☐ No ☐

3. Could you list, from their discussions, some of the activities they were involved in? Do So Below:

   A) _____ C) _____ E) _____

   B) _____ D) _____ F) _____

4. From your discussions with your child(ren) did their activities sound:

   (Circle one of each pair of words):

useful	not useful
interesting	dull
practical	impractical
exciting	boring

   other comments: _____

   _____

5. Do you feel the Outdoor Education program is good for your child(ren)?

   Yes ☐ No ☐

6. Would you consider being a parent volunteer to help with an activity or teach one, next year?

   Yes ☐ No ☐

   if yes, Name _____

RETURN TO HARDING SCHOOL BY MONDAY, JUNE 27, 1977

Memo To: The 1979 Outdoor Education Committee

From: Don Yackel

Re: 1978 Outdoor Education Parent's Survey Results

Date: March 5, 1979

I have compiled these data from a survey of parents made last June:

1. 100% of the parents responding K-6 said that they were aware of Harding's Outdoor Education program.

2. 97% of the kids K-6 talked to their parents about the Outdoor Education program. This indicates a couple of interesting things. First of all nearly 100% of our students were excited enough about Outdoor Education to talk to their parents about it. Secondly, even those parents whose children did not talk about the program at home were aware of the program from some other source. More Intermediate students (98%) than Primary students (95%) told their parents about participation in Outdoor Education activities. This statistic would seem to run counter to our usual expectation. We would normally expect Primary children to be much more talkative about their school experiences than Intermediate children are. But in this case our Intermediate students told parents about Outdoor Education more frequently than our Primary students.

3. 71% of the Primary parents, and 86% of the Intermediate parents could name four or more activities that their child(ren) had participated in. However 61% of the Intermediate parents could name six or more activities while only 34% of the Primary parents could name six or more activities that their children had participated in. This statistic supports the information in item #2 above. It is interesting that in most cases parents of Intermediate students were able to name more activities that their children had been involved in. It may be that Outdoor Education is particularly well suited to the needs and interests of Intermediate students.

4. On the four item semantic differential relating useful and not useful, interesting and dull, practical and impractical, exciting and boring, the overwhelming majority of responses were positive. No responses were negative. But some responses fell in the middle range. Differences between Primary and Intermediate reactions to these items was small. However parents of Intermediate students tended to be slightly more positive on most items in this differential.

5. 99% of the parents K-6 felt that Outdoor Education was a good program for their children, and wanted to see it continue. In a few cases there were some qualifying statements. However there were no negative responses. A few people did not respond to this question at all.

Below you will find a complete listing of comments made by parents in relation to questions #4 and #5.

Warren Harding School
Outdoor Education Program
Parent Survey, June 12, 1978
Comments: Question 4

1. My son enjoyed the Outdoor program.
2. Very excited about each day and their new experiences.
3. She loved it.
4. Very enjoyable, wish I'd been taught some of them.
5. They look forward to and enjoy Outdoor Education.
6. My child loves to know "HOW" things are "MADE", "DONE", or "WORK"
7. Marvelous idea
8. Very good for them
9. My child looks forward to Outdoor Ed. all year - loves it.
10. Even if a subject isn't useful and practical (sailing and stamp collecting - I had to go out and buy a stamp book) it still can be interesting and exciting to a child.
11. The boy's seem to be enjoying the activity, some activities seem to interest them more than others.
12. It was a new experience and she felt she had a nice time and enjoyed it.
13. I think they look forward to Outdoor Education each year.
14. They both didn't care for Candle Dipping. They felt it was boring. Everything else they enjoyed.
15. Deena has enjoyed Outdoor Education very much.
16. Fun, out of the ordinary, and very helpful for future use.
17. All things were very good for their levels.
18. I personally think its a very worthwhile experience.
19. She enjoyed Radio Broadcasting the most for long range and Ecology.
20. He didn't say too much, but what he said was very positive.
21. Very well organized, informative, and worthwhile!
22. Bonnie truly enjoys Outdoor Ed. She especially is proud of her new skills in baton twirling.
23. We learn from our experiences as well as from books.
24. My children enjoyed and looked forward to it every day.
25. Was very good for involving them with health (slimnastics) and plant and animal life.
26. Learning something new, like getting her very own library card is great. Anticipating baton twirling lessons.
27. Very different and exciting for the children.
28. Your Outdoor Ed. program is a commendable and resourceful effort with very positive results.
29. I would list Outdoor Education as excellent.

Warren Harding School
Outdoor Education Program
Parent Survey, June 12, 1978
Comments: Question 5

1. It helps to relieve the tension of the last days of school
2. In-asmuch as it held my sons interest and he was very excited about each day.
3. Puts learning in a fun and relaxed atmosphere - I feel it ends a school year with a positive attitude toward school - every child, I feel, gets some feeling of success.
4. Both of my daughters talked of Outdoor Ed. Sometimes they talked so fast I could hardly understand what they said. I'm always happy when my kids are happy and doing what they like to do best. I think this is a great program.
5. I really think the children look forward to this.
6. Because it brings out the best in them, creativity, imagination, talents, sense of pride.
7. I think it is a very nice thing for the children.
8. My children seened very enthusiastic about all the activities they were involved in except Melissa did not like Record Setters.
9. I think its a great program and the children really enjoy it.
10. They look forward to and enjoy Outdoor Education.
11. Gives child confidence by mastering a "craft". Enjoys going out to Library or Restaurant now that he knows that there are friendly people there who are interested in him.
12. My children both look forward each year to Outdoor Education
13. I feel that Outdoor Education is a wonderful thing for the school kids at the close of the school year, plus is a wonderful learning experience for them. Keep up the good work!
14. They seem to think the two weeks of Outdoor Ed. was the enjoyment and fun of ending up a year of work.
15. It makes school more interesting and breaks up the routine of reading 'riting and 'rithmitic. Sometimes I wish I was back in school again.
16. Just as a picture is worth a thousand words, one day associating with someone from Broadcasting is much better than classroom discussions.
17. I think this was a very good idea, it helps them learn while they are enjoying the fresh air, and the companionship of their friends, keep up the good work.
18. It is good for them because they are learning a variety of things that they may otherwise know nothing about.
19. From my viewpoint my children were very interested and enjoyed it very much. They get a chance to enjoy and experience new things and ideas that they might not get normally. I think the program is excellent and worthwhile for the children.
20. My daughter was very excited about the projects she was doing.
21. I think the children were more excited about going to school and getting into these activities during this period.
22. Gave Diana excitement while learning.
23. It involves them with many new interests. David was excited over the whole project.
24. I feel it gives all children an opportunity to become involved in activities that will broade their interest and allow them the freedom of participation without the presure of being graded on their endeavors.
25. I object to sending in expensive items every year especially when not used by my children.
26. I think that it's just great that the kids get a chance to learn while being outside - I also like the crafts they were taught.
27. I feel that the years Warren Harding has been having Outdoor Education, my children have spoken very highly of it and it has been a great benefit to them.
28. Too broad - too many small projects. Each child should have had only one or two projects which were really learned, and not so many none of which were completed.
29. I think it is a very good program.
30. Gives them breaks before the end of school. It also keeps them looking forward to the next year.
31. I hope you are able to continue to have Outdoor Ed.
32. I think the children get bored with school the last few weeks and this does keep their interest.

33. My son anxiously awaits outdoor Ed. each year.

34. She liked Rock paintina and Horn Books and Quill pens. The best for short range and Tie Dying.

35. I think these axtivities are looked forward to at the end of the year and it is terrific! I would like to commend the teachers for all their time and effort contributed!!

36. I think that Outdoor Ed. teaches my children a lot of things.

37. I feel they get a better understanding of things they're interested in. They learn an awful lot especially when the parents can't do them, or they don't know how to teach the children these skills.

38. Giving children a chance to choose for themselves and seeing their own results is very rewarding.

39. I thought it was very nice and I enjoyed participating myself.

40. I feel this program is very good for the children, and hope it will be continued in the future. It gets them interested in the world around them.

41. I strongly feel this is an excellent learning process which is also fun and exciting to them.

42. Outdoor Ed. is good for the child but only for one week not two.

43. Sunshine, warm open area to work in, is great for young people too. A "thank you" for everyone's effprts!

44. They look forward to it very much. Should be able to enjoy lunch outside.

45. Most importantly, the children seem to enjoy it and learn from it. It encourages creativity and offers them an opportunity to learn outside of the classroom. An excellent end of the year program.

46. I think this program is excellent. It gives the children a chance to choose activities to do that are of interest to them. It is a wonderful way to end the school year. I know my son enjoys every part of Outdoor Education and my husband and I enjoy hearing about the program.

47. They couldn't wait to go to school so they could start their projects for the day.

48. Outdoor Education lets the children keep a little more interest in school when they are normally getting tired of the routine.

49. I think that my children learn more if they do more educational things like Outdoor Ed.

LESSON PLANS

Teachers generally choose the Long and Short Range courses they will teach by the third week in April. This leaves them ample time (6 weeks) to plan at their leisure. The general concept for each activity has been cleared with the Principal before planning begins. After receiving an okay, teachers gather materials, contact Community resources, set up field trips, arrange for volunteer help and complete their lesson plans.

These plans are not terribly formal. However, each teacher must state what the activity is designed to accomplish, how it relates to on going instruction, and what materials, resources, books, films, etc. were used. (We have created a form to make planning consistant). In the early years of the program these were collected after we completed Outdoor Education so that teachers could write a summary evaluation of the course on the lesson plan itself. In recent years. copies have been turned in before the program began, both for review and to be available for parents with questions.

When all lesson plans have been collected, they are seperated into Long and Short Range activities, alphabetized and inter-filed into two large notebooks containing plans from the previous year. Thus we create our own Idea Book for Elementary Teachers are Generalists and don't like to repeat activities for more than two years or so. Each year we create new activities and "Trade" previously enjoyed ones. Our Idea Book is of great help as a reference to check on what has been done in the past and which activities were successful or unsuccessful.

Warren Harding School

Outdoor Education Program

Short Range Activity

Course Title

Teacher

Please list all resources (Personnel, films, outside resources, books, teacher-made materials (include sample), equipment, other)

Things we will do

Warren Harding School

Outdoor Education Program

Long-Range Activit_

Course Title _____ Teacher _____

Please list all resources (personnel, films, outside resources, books, teacher made materials (include sample) equipment, other:

Day One	Day Two

Warren Harding School
Outdoor Education Program
Short Range Activity

Course Title Things with Wings Year 78 Teacher P. McArthur

Basic Objectives:

- Following oral directions
- Following written directions
- co-ordination
- competition

Resources: Personnel, films, outside resources, books, teacher-made materials (include sample), equipment, other.

- paper
- Books - ① how to have fun making paper airplanes - a creative craft book

② Fun-Time Paper Folding - Massoglia

③ Flying Paper Airplane Models - Frank Ross, Jr.

Procedures (What we will do):

- They will be allowed to make anything with wings so that it will fly. They can find in the books what they want to make or they can create their own "thing with wings." The last 20 minutes or so we will have a contest and award prizes.

① Most Creative Designed
② Longest Duration in Flight
③ Highest Flying Airplane
④ Most Acrobatic Airplane
⑤ Longest Distance Airplane

At the end of the week I will award an overall long distance award.

All the planes, etc. that get an ~~award~~ award will be on display at the display day.

CERTIFICATE OF AWARD

This is to certify that Scott Horton has created the MOST ACROBATIC AIRPLANE.

Tested this 13th day of June at Harding School.

Mr. McArthur
Signature

Warren Harding School
Outdoor Education Program
Long Range Activity

Course Title Candy Land Year 1978 Teacher(s) Sylut

Objectives for course (Desired academic payoffs):

Students will learn how to properly handle chocolate and construct a chocolate city (town).

Students will be able to formulate questions and answers concerning their work.

Students will be able to estimate how many items will be needed to complete their project.

List all resources (personnel, films, outside resources, books, teacher-made materials [include sample], equipment, other):

chocolate
marshmallows (large & small)
gum drops
licorice
toothpicks
pretzels
large wooden board 3'x4'
aluminum foil
paper
pencils
rulers
sugar candy flowers
wax paper
crock-pot
spoons

Day One

- Explain idea of chocolate city
- Discuss what items would make up a city. (Stadium, houses etc.)
- Select one part of city to make - identify how it would be made, what items will be used
- Discuss plan for rest of week.
- Draft drawing of object to be made

Day Two

- Begin constructing city parts
- Discuss correct proportions of houses, stores etc.
- Estimate how many of each item will be needed to complete project
  ex. house to be 1" high 2" square
  measure size of marshmallows
  how many marshmallows will it take to complete the house

Day Three

Finish building city components

Keep record of how many of each item went into building project

Day Four

Assemble city

Wrap in saran wrap.

HOW TO GET STARTED

Here are some suggestions for those of you who might want to start an Outdoor Education Program based on this model - or any other for that matter.

I. Do your homework. Find out what kinds of help your State Education Department can give you. State Education Departments often have written policies, suggested curricula and other material that could be of great use to you.

Does your own school district have any written policies on Environmental, Career or Leisure Education? If it does, you had best not plan a program that is out of step with these policies.

As a Building Principal, how much discretion do you have to plan and implement new ideas without prior approval? If an okay is necessary, don't get too far into planning without approval of the concept at least. If things work more informally where you are, let your boss know what you are up to anyway. He or she is bound to admire your ambition.

Find out if there are other schools in your District or County that have an Outdoor Education program of some sort. You don't have to copy them, but it won't hurt to pick others brains a bit. After all, creativity is often nothing more than assembling seemingly unrelated ideas and concepts into a new whole. So go idea hunting!

II. Start Small! I can't stress this enough. There are so many procedural details to be worked out at first that, unless you can leap tall buildings in a single bound, you are flirting with failure if you start out in a big way. Mistakes made in a small pilot program are called "learning experiences". Mistakes made on a grander scale are called "disasters", "debacles", and the like. So be forwarned.

Look for 4 to 6 teachers, preferably of Intermediate age kids who are interested in doing something a little different, teachers who aren't afraid to committ some time and energy to a new project and who would enjoy being outside with kids, working in a slightly less formal setting than they can at other times. These people are the nucellus around which you can build. In my case it was a team of six third and fourth grade teachers. We started with this team in 1975 and by the next year, the whole school was anxious to participate. One successful experience is all you need, so start small.

III. Get Parent Support. You need to have parent support for your program to work. The setting for an Outdoor program is non-traditional and for that very reason can only succeed if parents like and support it. Besides, you need lots of parent volunteers to

help and to send in all of that donated material!

Initially you may have to settle for approval rather than support (approval being less active in my mind). You need to bombard parents with a multitude of information on the program you are planning. Send an open letter of explanation to the parents of the kids involved. Send two letters! - one a general announcement of intent, the second a more specific development of the idea. Write the program up in your school newspaper. Put an article in your District newsletter or local newspaper. (Being discrete rather than valiant, I usually save the big newspaper stuff until after the program has been a success. It has almost the same effect and is insurance against egg on the face.) Send home notes requesting materials and help. Send home several help needed notices over the course of a month or so, and don't be afraid to repeat yourself. After a while it will dawn on people that something different's going to be happening at school. That's the time to open the doors and let them in. Parents may want to help or they may only want to visit, but let them in. They'll sell the program for you.

IV. Follow Through. Once the ball is rolling, your leadership is the key to the success or failure of the whole program. I have seen successful programs where the Building Administrator was not the person designing and implementing the program, but in all cases they were small programs involving a few classrooms that existed in spite of the Principal in charge. The Building Principal's job is administration. He or she should have the skill to help staff create systems, practices and procedures to make the program work. The Principal has resources immediately available. He or she has the power to release materials, authorize expenditures and assign staff.

In thinking through the various procedures you are establishing, it's helpful to play a number of games. The "what if...." game goes like this: "What if Sally Kay's Mother comes to pick her up for a dentist appointment with only five minutes to spare and Sally's teacher has taken her out somewhere to pick Daiseys for her Wild Weeks course. How will we handle it?"

The "If....than...." game works this way: "If we do decide to have a college type registration for our kids, than how will we prepare them for it? How will we decide who signs up first?

The "How else..." game (also known as "Where else") is useful too. It goes like this: "We can't aford to buy the lumber for making stilts and give the stilts to the kids, but how else might we handle this project to meet the same ends?"

I'm sure that you can dream up many more of these speculative games on your own. The important thing is that you and your staff have asked enough questions and developed enough answers ahead of time so that you can handle the unexpected issues that will always

be there no matter how hard you've worked.

V. Get Involved. Once the program has actually begun, you will have little to do (beyond your usual load!) The teachers and kids will all be out there having fun while you're inside pushing a pencil and attending meetings. You'll really feel left out - and if you're like me, a little sorry for yourself. ("A teacher works from sun to sun but a Principal's job is never done", etc.) So get into the action! Get involved! Sign up to teach a course or two yourself. You'll enjoy it and the kids love the opportunity to be in the "Principal's Course". If you play golf, teach golf. If you're a fisherman, teach about fishing. I like to sail and have taught a sailing course for several years. And when you walk into the school shaking your head about the squirrely group you just worked with,somebody's bound to slap you on the back and say "see what I've been telling you about all year?" with a tone that implies a shared experience. This is good for the staff and its good for you. So get into it. Enjoy yourself!

I could obviously go on for many more pages, but I won't. Its better if you find your own answers. You're able and creative, so there's no need to worry about your success. Good luck, and if you get stuck in something and you think I can help, feel free to contact me.